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ABSTRACT

This handbook contains information to assist English as a Second Language (ESL) teachers and administrators in developing a course for pre- and semi-literate adults, testing, determining criteria for hiring ESL teachers, and training teachers. In the first section an outline is provided for teaching basic literacy (reading and writing) skills. The course is designed as a guideline for a class for pre- and semi-literate students prior to their integration into beginning ESL classes. A list of suggested vocabulary items is provided. The outline contains objectives and performance indicators for these types of activities: oral pre-literate, pre-reading, symbol identification, numbers, and oral language with written forms. An annotated bibliography of pre-literate materials is provided. The second section addresses teacher concerns regarding testing and includes an annotated bibliography of various ESL tests. Criteria for hiring ESL teachers are suggested in section 3. Professional competencies and personal qualities are discussed. A three-step interview process is recommended, and some questions for an oral interview are suggested. Designed to aid in training ESL teachers, section 4 presents teaching techniques for three areas: literacy skills, conversation skills, and grammar skills. (Bibliographies follow sections 3 and 4.) (YLB)

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ENGLISH AS A SECOND LANGUAGE CURRICULUM AND INSERVICE TRAINING

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ABSTRACT

The general intent of the ESL Curriculum and Inservice Training Project is four fold: To provide a basic ESL curriculum to help meet language needs presented by the great influx of pre-literate and semi-literate students; to upgrade the quality of ESL instruction in the state of Utah; to develop criteria to be used in hiring ESL teachers; and to recommend teaching techniques.

As a result of this intent, the project has addressed in detail each of the above objectives compiled in a practical handbook including a video program of "ESL Teaching Techniques" for upgrading ESL instruction.

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INTRODUCTION

The English as a Second Language Curriculum and Inservice Training Project was funded under the Adult Education Act, Public Law 91-230, Section 310 as amended, through the Utah State Office of Education, Adult Education and Community Services Section.

As a result of the increasing number of non-English speaking adults entering the state of Utah, there has been a great demand for English as a second language (ESL) teachers and ESL materials. The objectives of this project have been to assist the ESL teachers and administrators in the areas listed below:

1. Pre-literacy and semi-literacy
2. Testing
3. Criteria for hiring ESL teachers
4. Teacher training

In order to carry out this task, the committee members of this project elicited the cooperation of qualified ESL teachers and representatives of adult ESL programs in the state of Utah and in the United States. A questionnaire was distributed to programs throughout Utah and the United States and meetings were held with consultants in the field. Very good information was received from these sources.

As a result of this information the committee members feel indebted to the consultants who contributed in the different areas of this project and to the many programs who responded to the questionnaires sent to them. The committee also feels indebted to Edward O. Salisbury, Project Director, Community Education Services, Salt Lake City School District, for furnishing administrative and fiscal

support for the project. Gratitude is also extended to Dr. Brent H. Gubler, State Specialist of Adult Education, Utah State Office of Education, for his excellent leadership and cooperation.

The materials for each of the four project objectives included in the handbook ESL Curriculum and Inservice Training were developed through a series of meetings and input from each member of the committee. This handbook is divided into four sections entitled: Literacy Outline; Testing; Guidelines for the Hiring of ESL Teachers; and ESL Teaching Techniques.

LITERACY OUTLINE

Many of the English as a Second Language (ESL) students currently enrolled in Community Education classes are pre-literate or semi-literate adults. ("Pre-literate" refers to those with no reading or writing skills in any language, "semi-literate" to those with minimal literacy skills in some language.) These students need to acquire some basic literacy skills before they can be successfully integrated into beginning ESL classes with students who already possess these skills. This literacy outline is designed to be a guideline in teaching these basic literacy skills to pre- and semi-literate ESL students. It has been adapted from the literacy section of an ESL course outline distributed by the State of Oregon Department of Education, ESL/Employment Curriculum Task Force.

This outline is intended to be used only in the teaching of literacy (reading and writing) skills. It is expected that any word a student is required to read and write will already be in his oral vocabulary. Conversely, it is not necessary, or even advisable that the student learn to read every word in his oral vocabulary. Literacy activities, numbers 2,3,4, in the outline, should be taught simultaneously with number 1, Oral Pre-literate activities. It is recommended that the teaching of actual reading skills, number 5, Oral Language with Written Forms, be delayed until the students have obtained basic oral communication skills. However, literacy activities 2, 3 and 4 in the outline should be taught simultaneously with activity number 1. Especially when mastering the objectives in number 5, students will need repeated

practice to meet the performance requirements. Students will learn faster and have better retention if all of them respond as the teacher directs for at least half of the practice. For example, if students are working on performance number 5.2.3., they would read orally and in unison the sight word previously modeled by their teacher. After a few group responses using the same word, individual responses would be appropriate. Then the process may be repeated using another word. Periodic review is necessary to retain skills learned earlier.

Since the focus in the ESL pre-literate classes is on survival skills, the words and phrases taught first for oral communication and later for written communication should be of a survival nature. Included in the course outline is a list of suggested vocabulary items to be taught initially in a literacy class. The literacy outline may be used with any vocabulary. Therefore, teachers may want to modify and/or expand the list to meet the specific needs of their students.

An annotated bibliography of pre-literate materials accompanies the outline. The ESL literacy teachers may find this helpful in selecting materials for their classes.

Some of the reading and writing vocabulary that should be included initially in a literacy course are:

NAME

ADDRESS

MEN

WOMEN

BUS STOP AND BUS NUMBERS

HOSPITAL

STOP

DON'T WALK

DANGER

EXIT

RESTROOM

IN

OUT

PUSH

PULL

DON'T ENTER

TOW AWAY ZONE

WORDS NECESSARY TO STUDENT'S DIALOGUES, E.G. "WHAT", "MY", "A", "THE", ETC.

Note: The student should be able to read and write his/her own name, address, phone number, social security number, I-94 number, and birthdate.

1. LITERACY: ORAL PRE-LITERATE ACTIVITIES

OBJECTIVE	PERFORMANCE
1.1 The student will understand basic greetings and personal questions.	1.1.1. The student will respond orally to basic greetings and personal questions, including the following: Hello Good Morning How are you? Fine, thanks. What's your name? (Student gives only name) Where are you from? (Student gives name of country or state)
11	12

2. LITERACY: PRE-READING

OBJECTIVE	PERFORMANCE
2.1 The student will understand concept of same and different.	2.1.1 The student can through actions match two or more objects or pictures which are the same.
	2.1.2 Given three objects the student can point to two objects of the same color, shape and size.
2.2 The student is familiar with left to right progression.	2.2.1 Given a symbol at the left of a page and a series of symbols aligned across the page, the student can mark the same symbol.
2.3 The student is familiar with top to bottom progression.	2.3.1 Given a series of exercises as in 3.2.1 the student can complete in order from top to bottom.

3. LITERACY: SYMBOL IDENTIFICATION

OBJECTIVE	PERFORMANCE
3.1 The student will identify numbers.	3.1.1 The student can orally count objects from 0 to 10.
	3.1.2 The student can point to the correct number as the number is spoken.
	3.1.3 The student can sequence numbers from 0 to 10.
3.2 The student will identify letters.	3.2.1 When shown a letter, the student can say letter name.

4. LITERACY: NUMBERS

OBJECTIVE	PERFORMANCE
4.1 The student will write numbers and letters.	4.1.1 The student can copy manuscript letters and numbers. 4.1.2 The student can take number and letter dictation.

5. LITERACY: ORAL LANGUAGE WITH WRITTEN FORMS

OBJECTIVE	PERFORMANCE
5.1 The student will associate sound with letters.*	5.1.1 Given a single sound orally, the student can correctly verbalize/mark/point to the letter(s) that represent(s) it.
	5.1.2 Given a single sound orally, the student can correctly write the letter(s) that represent(s) it.
5.2 The student will associate oral word with written word and will read and write the word.	5.2.1 Given phonetic consonant/vowel/consonant combination, the student can read word orally (use flashcards).
	5.2.2. Given phonetic consonant/vowel/consonant combination, the student can write word.
	5.2.3 Given non-phonetic survival words in student vocabulary, the student can sight read word orally (use flashcards).
	5.2.4 Given non-phonetic survival words in student vocabulary, the student can write word.
5.3 The student will associate oral sentence with written sentence and will read and write sentences.	5.3.1 Given a sentence (or dialogue) containing only phonetic or sight words previously learned, the student can read sentence orally.
	5.3.2 The student can take sentence dictation when the sentence contains only words previously learned.
	5.3.3 The student can write without copying sentences using words previously learned.

* Sound-letter(s) relationships which occur most frequently in the student's oral vocabulary should be taught first. It should also be considered that consonant sound-letter relationships are more regular than vowel sound-letter ones. Phonic oriented reading programs such as the Sullivan Programmed Reading for Adults (McGraw-Hill) may be consulted for specific sound-letter relationships.

ANNOTATED BIBLIOGRAPHY

I. Highly Recommended Materials

Developmental Learning Materials. Consumer Sequential Cards. Niles, Illinois: DLM, no date. About $4.00 per set Catalogue No. 469.

30 5 1/2" x 6" cards with photographs depicting adults in sequential actions involving a pay phone, a soft-drink machine, a fast-food restaurant, an ice-cream parlor, and a gas station. There are six pictures for each situation. The pictures can be used on their own or in sequence to generate drills or conversation.

Developmental Learning Materials. Independent-Living Sequential Cards, Niles, Illinois: DLM, no date. About $4.00 per set. Catalogue No. 470.

30 5 1/2" x 6" cards with photographs showing adults engaged in housekeeping activities like doing the laundry and mopping the floor. There are 6 cards per activity, showing actions in sequence. The pictures can be used on their own, or in the sequences, to generate drills and conversations, or to illustrate household vocabulary.

Haverson, Wayne W. MODULEARN ESL/Literacy Program. San Juan Capistrano, CA: MODULEARN Inc. Student books, teachers' guide, and flashcards and strips are available. (as of March 1980)

Basic literacy lessons in English for ESL students who are illiterate in their own languages. The literacy lessons are based on, and correlate with, the ESL lessons in MODULEARN's English as a Second Language: A New Approach for the Twenty-First Century. Each lesson contains pre-reading activities, work with sight-word vocabulary, a phonics unit, reading exercises based on the visuals, and writing practices. The teachers' guide is very detailed, and aimed at the ESL teacher who has never taught literacy skills. The lessons were developed for, and field-tested with, illiterate Indochinese refugee students in ESL classes.

Haverson, Wayne W. MODULEARN ESL/Volume III. San Juan Capistrano, CA: MODULEARN, Inc., et al. Vol. III of English as a Second Language, A New Approach for the Twenty-First Century. San Juan Capistrano, CA: MODULEARN, Inc., no date. Vol. III, about $15.50 per set.

Vol. III of this series consists of 244 pictues on heavy 8 1/2" x 11" paper. Pictures are uncluttered black-and-white line drawings of a variety of objects, actions, and diagrams useful in any ESL context, e.g. minimal pair pictures for pronunciation work like pan fan; singular-plural pictures; etc.

Ideal. Alphabet Desk Cards. Oak Lawn, Illinois: Ideal School Supply Company, no date. About $1.25 per set of twelve cards. Catalogue No. ID2284.

Desk-sized cards on which are printed -- manuscript on one side, cursive on the other -- the small and capital letters and the numbers, for student reference or to take home.

Kittle, Ruth. Handwriting for Students of English as a Second Language. New York: American Book Co., 1966.

Cursive writing is taught through a method of stroke and count. Small numbers are placed to show the direction of the strokes. Letters with numbers provide models for the exercises. A book on the mechanics of writing for students of ESL whose native languages are written in non-Roman alphabets.

Markley, Rayner W. Handwriting Workbook. Encino, CA: English Language Services, Inc., 1977. About $2.75.

A workbook designed especially for ESL students whose native languages are not written in Roman alphabets. Letter shapes of both cursive and printed forms are taught; students do exercises in letter recognition and production. The book assumes literacy in the native alphabet, and is therefore appropriate for Cambodian, Laotian and ethnic Chinese refugees who can write their native languages. The books is, conversely, not appropriate for refugees illiterate in their native languages, who need more basic training in handwriting.

STEP: Language Board. Everett, Washington: STEP, Inc. Catalogue No. L400 A, about $10.95. (Capital Letters Set), Catalogue No. L0400, about $5.95. (Lower Case Letters Set), Catalogue No. L0500, about $5.95.

The STEP Program is designed to be self-correcting and to provide a multisensory mode of learning. Letter pieces fit the language board only when learning choices are correct. The board can be used in ESL classes for individualized

instruction, small groups or entire classes. Also available are various phonic strips for about $13.95 each and math boards and strips at prices comparable to the language program.

II. Additional Materials:

Ashner, James J., Learning Another Language Through Actions: The Complete Teacher's Guidebook. California Sky Oaks Productions, 19544 Sky Oaks Way, Los Gatos, CA., 95030.

Parnwell, E.C. Oxford Picture Dictionary of American English, Monolingual English. New York: Oxford University Press. Catalogue No. 502332-3. About $3.95.

Features nearly 2,000 words in situations, with full-color illustrations. The illustrations can be used to generate conversation.

Wible Language Institute. Single Concept Flash Cards. Allentown, PA: Wible Language Institute. $29.90 per set.

310 Flash cards picturing objects and activities in several categories, e.g., Animals and Insects, Clothing, Documents, Food, Furniture, Occupations, etc. Useful in adult language classes as well as for children.

III. Annotated Bibliographies of literacy texts and materials:

Adult Education Series #2: A Selected Annotated Bibliography of Materials for Teaching English to Indochinese Refugee Adults. Summer 1979. Indochinese Refugee Education Guides, National Indochinese Clearinghouse, Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22207.

Selected Annotated Bibliography for Teaching English to Speakers of Vietnamese, compiled by Barbara Robson and Kenton Sutherland: Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22207.

IV. Reference Books

Celci-Murcia, Marianne. Teaching English as a Second or Foreign Language. Rowley, Massachusetts, Newbury House Publishers, Inc. 1979. Catalogue Number 2580 RE. About $11.95.

Of special interest: "Preliteracy Activities for Adolescents and Adults," by Dorothy Lewis (pp. 113-129). Suggestions

for further reading are included. "Reading a Second Language," by Evelyn Hath (pp. 129-144.)

Illyin, Donna and Thomas Tragardh. Classroom Practices in Adult ESL. Washington, D.C., TESOL, 1978.
Of special interest is the section entitled "Literacy and Speaking" (pp. 151 - 169).

Reid, Ethna R. Teaching New Words Through Phonics. Salt Lake City, Utah: Cove Publishers, 1978. $6.95.
Self-instructional teacher training workbook. Techniques for teaching words phonetically, can be used with existing classroom reading materials and organized patterns.

Of additional interest by the same author and publisher:
Teaching Letter Names and Sounds ($6.95)
Teaching New Words Through the Sight and Context Methods ($6.95)
Teaching Spelling Skills ($6.95)
Teaching Manuscript and Cursive Penmanship Skills ($6.95)

Texas Education Agency. Teaching English as a Second Language; Adult Basic Education Teachers' Guide. Texas Education Agency, Austin, 1969.

Adult basic education curriculum and teaching guide for ESL. Includes units on the school setting, home and family, employment and job seeking, community resources, government and voting. Includes bibliographies of professional texts and classroom materials. Can be ordered from EDRS, Computer Microfilm International Corporation, P. O. Box 190, Arlington, VA 22210. (Use #ED 034 147 when ordering; document costs $6.97).

TESTING

Recent English as a Second Language (ESL) workshops have shown that teachers throughout Utah have many concerns about testing:

1. Why test?
2. When and how often to test?
3. What to test?
4. How to test (procedures of testing)?
5. Whom to test?
6. Which tests to use?

This section of the project addresses these concerns and includes an annotated bibliography of various ESL tests.

A review of the different types of tests is appropriate.

Aptitude Test. This test indicates a student's ability to learn a foreign language. Though a limited number of such tests are on the market, most are designed for native English speakers who wish to learn a foreign language. Very few, if any, ESL programs currently use an aptitude test to screen or place students.

Achievement Test. This test measures the student progress in a particular course of study. Although there are some commercially available, they are designed to accompany specific textbooks. However, most are prepared by teachers themselves to test the material covered in their classes.

Proficiency Test. A proficiency test indicates the level of language mastery a student has acquired. Unlike an achievement test, a proficiency test assesses general knowledge of a language, not specific, targeted items. A placement test, of which several are published, is a type of proficiency test. It is used to place students in an appropriate level of instruction.

The focus of this project is on placment testing because it is the most useful instrument in ESL Programs.

1. Why test?

   Before setting out to teach an ESL class, a teacher should be well equipped with a placement test which reflects the general objectives of the course. Such a test will enable the teacher to assess a student's language proficiency in order to determine his language needs for proper placement in the classroom. A placement test may also be useful in directing students with advanced language proficiency to non-ESL classes which would be more appropriate.

   Note: At certain institutions, however, students must show a specified level of language proficiency to enter the program. After the student is placed in the program, it is important to measure progress by using an achievement test.

2. When and how often to test?

   When a student registers for a program, a placement test should be administered before he is enrolled in classes. The next step should be to administer achievement tests periodically, preferably after completing a unit of study to ensure that he is always in the level or class that best meets his ongoing needs. At the end of a term or course, the student should be tested with a post-test, which may be the same as the placement test; however, if less than approximately 90 days has elapsed, a different form or a variation of this test should be given.

3. What to test?

Five skills to be taken into consideration when testing are: listening comprehension, oral language, grammatical structure, reading and writing. Although all of these skills should be taken into consideration, this does not mean that they must be tested at the same time. It is important to remember that for a variety of reasons formal tests may not always accurately reflect a student's knowledge of the language; therefore, the teacher's recommendation (evaluation) is also important for proper student placement.

4. How to test?

The procedures for administering tests vary according to the type of test being given. For an individual oral test, it is important that the student feel at ease; to achieve this, the teacher must be so familiar with the test questions that he need only refer to them occasionally and naturally. On the other hand, all other types of tests require carefully controlled atmosphere to insure validity.

5. Whom to test?

Consideration should be given to the cultural and educational background of the student. For example, a student illiterate in his own language or with no knowledge of written English should be given only an oral test. Conversely, a student who has studied written English with little exposure to oral English can be given any type of test the teacher deems necessary for proper placement in the program.

6. Which tests to use?

Because there are many tests available on the market, caution should be taken to select tests which reflect the objectives of the program as well as the needs of the students. To aid the teacher in selecting such tests an annotated bibliography of recommended tests follows.

ANNOTATED BIBLIOGRAPHY

I. Proficiency Tests (Placement Tests)

A. Written Tests

Harris, David P. and Leslie A. Palmer. Comprehensive English Language Test for Speakers of English as a Second Language (CELT). New York: McGraw-Hill, 1971.

Structure test, about $10.00
Listening test, about $18.00 (with tape)

Recommended for intermediate and advanced levels. Listening test is about 30 minutes long and the structure test is about 45 minutes long.

Best, Jeanette, and Donna Ilyin. Structure Tests - English Language (STEL). Rowley, Mass.: Newbury House, 1976. About $8.00 per packet. Answer keys, about $9.00 per set. Additional answer sheets, about $5.00 per set of 20.

Tests of structure, each thirty minutes long. There is a Beginning I and II, Intermediate I and II, and Advanced I and II test. A packet is composed of 10 tests and 10 answer sheets for forms I and II of a certain level.

Ilyin, Donna, etal. English Language Skills Assessment (ELSA). Rowley, Mass.: Newbury House, 1981. About $7.00 per test package containing 25 tests, 50 answer sheets and one answer key. The tests include three different levels: "B" (Beginning), "I" (Intermediate) and "A" (Advanced). At each level there are two tests, each 30 minutes long. One is a conversation format ("C") and the other is a narrative format("N"). ELSA can be used by an ESL student from upper elementary to adult school and college.

Ilyin, Donna, Jeannette Best, and Virginia Biagi. English Second Language Placement Test (EPT). Alemany Community College Center, 750 Eddy Street, San Francisco, Calif. 94109. Write for a free sample package. Additional tests are about 10¢ a copy.

Tests of English structure in two levels, Beginning and Advanced. There are two forms for each of the levels. Each test takes 30 minutes. This test is similar to the STEL listed above.

B. Oral Tests

Ilyin, Donna. Ilyin Oral Interview (IOI). Rowley, Mass.; Newbury House, 1972. Test book about $14.00 score sheets, about $5.00 per packet of 50.

Test of oral comprehension and production with pictures and questions for each picture. Questions become progressively more difficult. Can test low to advanced students, with a time of 10 to 30 minutes per student.

Kunz, Linda. The John Test, A Test of Oral Proficiency for ESL Placement. New York: Language Innovations, Inc., 1976. About $3.50 per package.

Test of oral comprehension. Testing is about 5 minutes per student. Can be used with illiterate or uneducated refugees. Package has 20 score sheets, a ditto master, pictures with questions, and instructions.

II. Achievement Tests

New English 900 Tests. (not listed) Collier Macmillan International, 866 Third Avenue, New York, N.Y. 10022.

Cannot be purchased separately from the series.

Ilyin, Donna. Mini Tests. Rowley, Mass.: Newbury House, 1979.

Tests for grammar, vocabulary, reading, cultural understanding, and telling time. Beginning to advanced levels included.

GUIDELINES FOR THE HIRING OF TEACHERS OF ESL

Introduction

Due to the large numbers of non-English speakers who are in Utah, adult community education administrators are faced with the task of hiring English as a Second Language teachers. Responses received from ESL programs throughout the country as well as the state of Utah, indicate that most states do not have uniform hiring guidelines. Suggestions from specific institutions concerning their procedures for hiring ESL teachers were considered in compiling this portion of the report. Because of the complex nature of the ESL classes, there is need to establish criteria for hiring ESL teachers. Adult community education administrators need to look for special qualifications when hiring ESL teachers. The following pages comprise suggestions regarding these criteria; hiring methods have also been included.

I. Professional Competencies

Teachers of ESL should have a bachelor's degree. It is essential that their training include ESL classes or workshops. Previous successful ESL teaching experience is ideal; however, if an applicant with this background is not available, one with experience in teaching any of the areas listed below would take priority over other applicants. It would be a great asset for teachers to have knowledge of a foreign language or to have lived in another country. This experience helps teachers understand the students' difficulties of learning a new language and living in a foreign culture. Such knowledge alone, however, does not qualify one to teach ESL.

ESL teachers must demonstrate proficiency in spoken and written English. Whether their native language is English or not, they should speak accurate, fluent, English. Accented English that does not interfere with understanding or the student's ability to learn standard English from that teacher is acceptable.

If teachers with ESL training or experience are not available, those with degrees compatible with ESL teaching should be considered. Such teaching degrees in order of priority are listed below. If a teacher untrained in ESL is hired, inservice training or university classes are requisite.

(1) foreign language

(2) English

(3) linguistics

(4) reading

(5) elementary education

II. Personal Qualities

Teachers of ESL need to have personal warmth and patience to deal with adults who often have had little or no educational background, or have not been in the school situation for many years. These qualities are also needed to deal with those who come from very different cultural environments and may feel uncomfortable in a classroom setting.

Teachers should have an understanding of the impact of cultural differences in order to communicate with these students most effectively. In addition, it is important for ESL teachers to be creative and flexible as they often must teach in situations that include multi-level classrooms,

fluctuating student attendance, lack of teaching materials and other similar circumstances.

III. Hiring Methods

When hiring ESL teachers it is recommended that, in addition to a written application and resume, there be a three-step interview process:

(1) a formal interview in which the employer determines the applicant's professional competencies and personal qualities;

(2) observation by the applicant of the "ESL Teaching Techniques" videotape or observation of a qualified ESL teacher in the program for at least one class period;

(3) observation by the employer of the applicant teaching an ESL class for a minimum of one-half hour.

IV. Pertinent Information about Potential ESL Teachers

Information from the following questions would be helpful in hiring ESL teachers. This information could be elicited either in writing or as part of an oral interview. Some of the questions may not apply to all ESL programs.

1. What is your ESL teaching experience?
2. Have you taught adult students before?
3. Why do you want to teach ESL?
4. What special skills, talents, abilities or experience do you possess that will enhance your ESL teaching?
5. Do you have experience teaching multi-level classes?
6. Have you successfully adapted or created instructional material suited to the specific needs of your students? Explain.

7. How do you feel you can handle the challenge of having several diverse and maybe opposing cultures in the same classroom?
8. How would you introduce ESL students to American culture?
9. How would you cope with the irregular class attendance, and consequent varying class composition that is characteristic of many ESL classes?

BIBLIOGRAPHY

Center for Applied Linguistics. Guidelines for the Preparation and Certification of Teachers of Bilingual/Bicultural Education. Developed at CAL conference in August, 1974.

Harvey, Gina Cantoni. The Preparation of Teachers of English to Speakers of Other Languages. TESOL Newsletter: summer, 1981.

TESOL Guidelines for the Certification and Preparation of Teachers of English to Speakers of Other Languages in the U.S. These guidelines were ratified by TESOL on March 7, 1975 in Los Angeles.

ESL TEACHING TECHNIQUES

This section of the handbook has been designed to aid in training teachers who face the challenge of teaching adult non-English speaking students. A videotape has been produced to enhance the information contained here.

Three areas are covered in this section.

1. literacy skills
2. conversation skills
3. grammar skills

Although other areas in teaching ESL are equally important, this project is limited to the above areas. Information regarding other areas can be found in the books referenced at the end of this section.

I. LITERACY SKILLS

The following comments were written specifically for teaching literacy to pre-literate students though they also apply to teaching other levels.

1. Because learning sight words enables students to build up a reading vocabulary quickly, "survival" words should be taught initially as sight words.
2. Since approximately 80% of English words may be read by following simple phonic rules, it is also important to teach students to read phonetically so that they can add words to their reading vocabularies independent of their teachers.
3. It is essential to review what was previously learned by the students before introducing new material.
4. Students must have repeated contact with sound-symbol relationship and with individual words to make these part of their

reading and writing vocabularies.

5. Sounds, like words, should not be taught in isolation. Sounds taught should be related to words which the students already know orally and which are necessary for them to read in everyday survival English.
6. To foster quick learning and long term retention, all students need practice reading orally all the words and sounds taught. This can be accomplished quickly and effectively by using some class time for choral reading and repetition.
7. Several different types of activities and materials should be used to reinforce the lessons. For example: flashcards, word games, written and oral drills, etc.
8. Teaching writing with reading reinforces both skills. Therefore writing exercises should always follow reading ones.

II. CONVERSATION SKILLS

The points listed below have been selected as the most critical areas in teaching ESL conversation at all levels of instruction.

1. Before introducing a dialog, familiarize the students with the topics by asking questions which relate to their experience and also use dialogs which are relevant to the student's own experience and needs.
2. When modeling a dialog, use a normal rate and volume of speech. It is important for the students to understand native stress and intonation even though they may not be able to reproduce it perfectly.

3. Choose dialogs that use informal conversational English. For example, when asked "What would you like to order?" normally you would say, "Coffee, please" rather than give a complete sentence.

4. When correcting a student's pronunciation, be careful not to embarrass the student. Asking the entire class to repeat the word or phrase correctly will enable the student to realize he is not being singled out as well as reinforce it for all the students.

5. Use a reading or writing exercise to reinforce the dialog. With adult students, it is important to reinforce an oral exercise with visual or written activities to aid in retention.

6. In dealing with the various cultures in the classroom, be aware of gestures or movements which may be offensive to the students. Be sensitive to the students' interactions and reactions in order to build a rapport.

III. GRAMMAR SKILLS

The following recommendations in this area apply to the different levels of ESL grammar instruction.

1. Whenever introducing a new exercise, always make the directions clear so the students understand what is expected of them. Do the exercise with them orally and show it on the blackboard or on the overhead projector if available. Use vocabulary that students are already familiar with so they can concentrate on the grammar point.

2. When dealing with tag questions, it is of utmost importance to present them in dialog form or in a reading so the student understands the usage. They must be presented in context. An activity to reinforce this exercise could be the forming of groups or pairs of students to work together to practice the exercise and create their own questions. One student will complete the tag questions and the other will give a yes or no answer. Use simple ones first, then after a series of exercises dealing with different modals, combine them in an exercise.
3. The distance between the teacher and student must be reasonable. The student may feel uncomfortable if the teacher is too close. The students will talk louder if the distance is greater. Call on individual students by using the student's name or by using an open-hand gesture.
4. In teaching ESL grammar, it should be remembered that the main task is not to cover the textbook, but to teach one grammatical point at a time and to insure that the students internalize it.
5. Since grammatical drills can become tiring, it is necessary to maintain a lively pace in doing the exercise in order to keep the class alert.
6. It is important to establish consistent classroom procedures as this will aid the students in being comfortable in class by knowing what is expected of them.

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